

***California  
Commission on Teacher Credentialing***

*Meeting of  
June 6, 2002*

**AGENDA ITEM NUMBER:                      PREP -4**

**COMMITTEE:** Preparation Standards Committee

**TITLE: Recommendation to Award a Contract to Conduct a Study of the Impact of BTSA on Student Learning**

## X Action

## Information

**Strategic Plan Goal(s):**

**Goal 1:** Promote educational excellence through the preparation and certification of professional educators

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**Dr. Sam Swofford**  
**Executive Director**



# **Recommendation to Award a Contract to Conduct a Study of the Impact of BTSA on Student Learning**

**Professional Services Division  
June 6, 2002**

## **Executive Summary**

California's Title II Teacher Quality Enhancement State Grant, which the Commission administers on behalf of the Governor's Office, includes a budget item of \$450,000 in 2001-2002 for the purpose of studying the impact of the state's teacher induction program, the Beginning Teacher Support and Assessment (BTSA) program, on student learning. This agenda report provides background information about the proposed scope of work for the study. An in-folder item will follow on June 6, 2002, recommending a contractor to complete the study under the direction of Commission staff.

## **Policy Issues to be Resolved by the Commission**

Should the Commission authorize the Executive Director to award a contract to the winning bidder to be announced at the June 7, 2002 Commission meeting, to study the impact of BTSA on student learning?

## **Fiscal Impact Statement**

The costs for funding the study will be paid entirely from the Title II Teacher Quality Enhancement State Grant funds.

## **Recommendation**

Staff recommends that the Commission authorize the Executive Director to award a contract to the winning bidder to be announced in an in-folder item at the June 7, 2002 Commission meeting.



# **Recommendation to Award a Contract to Conduct a Study of the Impact of BTSA on Student Learning**

## **Professional Services Division**

**June 6, 2002**

### **Background**

California's Title II Teacher Quality Enhancement State Grant, which the Commission administers on behalf of the Governor's Office, includes a budget item of \$450,000 in 2001-2002 for the purpose of studying the impact of the state's teacher induction program, the Beginning Teacher Support and Assessment (BTSA) program, on student learning. This agenda report provides background information and describes the scope of work for the study. An in-folder item will follow on June 7, 2002, recommending a contractor to complete the study under the direction of Commission staff.

### **Summary of the Request for Proposals**

In spring of 2002, the Commission's Executive Director released a Request for Proposals seeking a contractor to conduct a study of the impact of the state's teacher induction program, the Beginning Teacher Support and Assessment (BTSA) program, on student learning. The study is to focus on programs using the state's prototype formative assessment, the California Formative Assessment and Support System for Teachers (CFASST), and on student learning in Reading/language arts in grades 3 through 5. The Contract will consist of (1) collecting and analyzing data related to teachers, their classrooms, and their students' learning, and (2) producing a written report on the findings. The data will include measures of the programs' effects on the teachers as well as measures of the teachers' effects on student learning. Commission staff will complete a review and evaluation of proposals submitted in response to the Request for Proposals on May 31, 2002 and prepare a recommendation for presentation to the Commission. Background on the BTSA program, the CFASST system and sources of student performance data are presented next, followed by an overview of the scope of work for this project. The proposal evaluation criteria and worksheets are included in Attachment A.

### **Beginning Teacher Support and Assessment Program (BTSA)**

Established in 1992 based on a four-year pilot project, BTSA [co-sponsored by the California Department of Education (CDE) and The California Commission on Teacher Credentialing (CCTC)] provides opportunities for fully-prepared first and second year teachers to expand and deepen their teaching knowledge and skill. The BTSA Program also provides a smooth transition into the complex responsibilities of teaching, increases the retention of beginning teachers, and improves learning opportunities for their K-12 students.

The BTSA Program is designed for new teachers who have met all of the State's initial teaching credential standards. BTSA teachers have earned baccalaureate degrees, passed the CBEST, met

all subject matter standards, and completed professional preparation including either (1) at least one semester of supervised teaching or (2) at least one year of internship teaching in a public school. A distinctive feature of the BTSA Program is the use of an Individual Induction Plan (IIP) that the new teacher co-develops with the assistance of a support provider who does not serve in a traditional supervisory role. In developing the IIP, the new teacher and support provider are informed by the results of a systematic formative assessment of the new teacher's practice in relation to the California Standards for the Teaching Profession (CSTP). The formative assessment identifies, in relation to the CSTP, the areas of prior development and needed further growth in teaching. BTSA teachers have sufficient background in teaching to utilize the results of comprehensive formative assessments of their teaching practice in consultation with their assigned mentors.

### **California Formative Assessment and Support System for Teachers (CFASST)**

CFASST is a formative assessment process that provides support for beginning teachers and is designed to assist beginning teachers' professional development. The support and assessment system is both structured and flexible, and consists of a series of events that focus teachers through a "plan, teach, reflect, apply" process, that blends teaching knowledge with performance. CFASST is grounded in a developmental view of teaching and integrates the CSTP and the California Student Academic Content Standards. It is intended to be used by first- and second-year teachers with the assistance of an experienced teacher (referred to in the rest of this document as a "support provider"); in doing so it promotes collaboration and communication among beginning teachers and experienced teachers.

Beginning teachers are supported in their development as professionals through an on-going process of planning and teaching lessons, reflecting on the results, and making informed adjustments to their instruction. They become skilled at analyzing their practice, sharing ideas and knowledge about teaching with other new teachers, and learning from experienced colleagues. CFASST assessment components consist of the following:

1. **Class, School, District and Community Profile.** The beginning teacher and support provider define the beginning teacher's teaching context, students' strengths and needs, and implications for instruction. This document is periodically updated to reflect changes in the student roster or teaching context.
2. **Inquiry.** A four- to six- week exploration of a critical teaching topic. An inquiry includes a structured series of activities in which beginning teachers and support providers investigate a particular aspect of practice in depth using a problem solving process of plan, teach, reflect and apply. Each inquiry closes with a collaborative assessment of the beginning teacher's practice using the Description of Practice (DOP) scales.
3. **Profile of Practice.** A trained support provider conducts formal observations of a beginning teacher's instruction. The process includes designing instruction, conducting the lesson, collecting student work, and reflecting on practice. This method also follows

the plan, teach, reflect and apply process and concludes with an assessment using the DOPs.

**4. Individual Induction Plan.** An organizer that a beginning teacher and support provider create to focus and guide professional development and further education. The IIP is linked directly to evidence based findings from CFASST events and assessments of practice. The IIP acts as the super-organizer for the teacher's development goals during each year of the process.

The activities in CFASST differ between Year One and Year Two, with Year Two being focused more closely on instruction and assessment based on state-adopted academic content standards.

Research on CFASST has shown that programs vary in the quality of their implementation, i.e., the quality and quantity of feedback on teaching practice. These small scale studies, relying upon classroom observations and/or interviews with beginning teachers, support providers, and program staff, suggest that this variation affects teaching practice. Potential Contractors should be aware that CFASST has recently been revised substantially, responding to evaluation results; the revision is in its first full year of implementation. In addition, when CFASST was in the pilot stage, not all programs were able to assist all teachers in completing the entire set of events. Therefore the experiences of teachers who participated in CFASST in earlier years is not comparable to that of present teachers.

### **Data on Student Learning**

Teachers and districts use a variety of assessments to measure student learning. There is a single set of existing measures of student learning that are standardized across California. The 2001 Standardized Testing and Reporting (STAR) Program, authorized by Senate Bill 376 (Alpert) in October 1997, includes three components; the Stanford Achievement Test, Ninth Edition, Form T (SAT-9); the California Standards Tests in language arts and mathematics; and the Spanish Assessment of Basic Education, 2nd Edition (SABE/2).

The SAT-9 was administered to nearly all California students in grades 2 through 11 between 1999 and 2001. Because the SAT-9 is a nationally-normed test that has not changed in any way over the four years that it has been administered in California, results from 2001 can be compared directly to results from 1999 and 2000. The results of the SAT-9 are used for California's Academic Performance Index (API). Student achievement data aggregated at the school level are available from the California Department of Education's website ([www.cde.ca.gov](http://www.cde.ca.gov)); student achievement data aggregated at the classroom level must be obtained from individual districts.

### **Scope of Work**

The RFP describes the purpose of the work related to the data collection, analysis, and reporting that the Commission expects the contractor to implement. The intent of the study is to produce findings about the effects of BTSA programs on student learning that are generalizable to the

greatest extent possible. The response to this section of the RFP in the winning bid will be included in the Commission's in-folder item on June 6.

### **TASK 1:      Collection of Data**

A plan for sampling beginning teachers and collecting data will be proposed in the response to this RFP. Upon award of the contract, the Project Officer will discuss with the Contractor relevant BTSA data to afford the Contractor a deeper understanding of available data. In light of this new information, the Contractor will refine the proposed methodology, including data collecting instruments, and the analysis plan.

Once the analysis plan has been approved by the Project Officer, the Contractor will collect data on beginning teachers instructing students in English in grades 3 through 5. This task will involve working directly with schools districts and county offices of education that sponsor BTSA programs. As data is being collected, the Contractor will inform the Project Officer of any difficulties that would affect the integrity of the data or the analysis plan. The Project Officer will work with the Contractor to resolve any problems encountered, modifying the data collection and analysis plan as needed.

### **TASK 2:      Analysis of Data**

A plan for analyzing the data proposed to be collected will be described in the response to this RFP, and revised in conjunction with the activities described in Task 1. The Contractor will carry out the revised analysis plan according to the methodology and data approved by the Project Officer.

### **TASK 3:      Reporting of Data**

The Contractor will present for review by the Commission staff a report reflecting the preliminary findings based on the data analysis completed in Task 2. Following the Commission staff's review of these findings, the Contractor will make the revisions resulting in a final written report. The report should be useful and informative to policymakers, educators, and the general public so that they can understand both the study and its findings. The report will meet the content and format requirements of the Project Officer. The Contractor will provide an electronic version of the format in Microsoft Word 98 for MacIntosh. In addition to the report, the Contractor will submit electronic copies of data files used for analysis. The Commission's staff will complete the report in final form for the Commission's consideration.

## **Critical Project Dates**

The following critical project dates were described in the RFP.

Monthly	Meet with Commission staff to provide project updates.
June, 2002	Meet with Commission staff to establish a methodology and data collection and analysis plan.
Sept., 2003	Provide a written report on preliminary findings.
Nov., 2003	Provide a full written report on the impact of BTSA on student learning in grades 3 through 5 in the area of English/Language Arts.

## Attachment A: Proposal Evaluation Criteria

	Maximum Score
(1) <u>Plan for Data Collection, Analysis, and Completion of Reports.</u> The proposal provides a feasible workplan to complete the scope of work outlined in Part Two of this RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The proposal presents clear evidence that the bidder will provide high quality products and services.	30
• Task 1 ..... 15	
• Task 2 ..... 10	
• Task 3 ..... 5	
(2) <u>Project Schedule.</u> The proposal includes a well-organized, properly sequenced, and feasible project schedule for completion of all three tasks and meets the critical project dates specified in Part Three of this RFP.	10
(3) <u>Bidder Capability.</u> The proposal demonstrates that the bidder has (a) experience and expertise in similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. The proposal includes a sound, feasible plan to organize managers and staff members to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.	25
• Bidder experience ..... 5	
• Bidder resources ..... 5	
• Sound, feasible organizational plan ..... 5	
• Qualifications and experience of key staff ..... 10	
(4) <u>Project Costs.</u> The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders.	25
(5) <u>Presentation.</u> The proposal is clearly written, to the point, and well-organized. Ideas are presented logically and all requested information is presented skillfully without redundancy.	10
<b>Maximum Possible Score</b>	<b>100</b>